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*The*

# AMERICAN TEACHER

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# Labor Notes

By Meyer Halushka, Local 1

## Science Careers for Women

Leaving out the engineers and the medical profession, one out of every fifteen American scientists is a woman. More women scientists are employed in the chemical industry than in any other. In 1947, the total was 5,400. Some 2,050 are employed in mathematics. Bacteriology absorbs about 1,000. From 500 to 1,000 have positions in engineering, physics, and general biology. In bacteriology, general botany, and mathematics (exclusive of statistics), women make up more than 20% of the total workers.

Trends indicate that employment of women in chemistry and in the biological sciences will increase. Government and industry should provide ample opportunities for employment of women in physics. Teaching at the college level for Ph.D.'s, and in high school for those with lower degrees, will provide jobs in mathematics, geology, and geography. Meteorology, however, is considered almost entirely a man's field.

These conclusions are in a report issued by the Women's Bureau entitled, *The Outlook for Women in Science*.

## AFL Plans Integrated Educational Program

More than 50 educational and research directors of AFL unions gathered in New York on March 25 to map out an integrated educational program for the AFL. The conference, sponsored by the Workers Education Bureau, national educational agency of the AFL, took up such topics as the need of audio-visual materials in the AFL educational program, the National Labor Extension Service Bill, the relationship between AFL unions and university extension programs, and evaluation of the coordinating, planning, and organizing of educational work by the Workers Education Bureau.

At a luncheon meeting the conference heard Joseph Keenan, director of Labor's League for Political Education, discuss how that organization can dovetail into the broader educational program of AFL unions. He noted that LLPE plans to conduct its work through many educational media. A weekly newspaper with a starting circulation of 80,000

is planned, as is a nightly broadcast by an outstanding radio commentator. The production of films to show labor's contribution to the general welfare of our country is also planned.

"We want to work very closely," Mr. Keenan concluded, "with the Workers Education Bureau and the educational departments at all levels in the AFL."

Among those in attendance at the conference were three AFT members: AFT Research Director Florence R. Greve, Mark Starr, president of AFT Local 189 and educational director of the International Ladies Garment Workers Union, and Benjamin Barkas, member of Local 3, who represented the Pennsylvania State Federation of Labor.

## "Socialized Medicine" In Canada

Saskatchewan, Canada, a province the size of Colorado with a population of over a million, has had socialized medical care for three years. Every citizen has basic hospital services on a pre-pay insurance basis costing \$10 a year per adult, and not more than \$30 a year per family.

At the end of the first two years, 122,000 hospital bills had been paid at an average cost of \$45 per hospital confinement. About 400 bills were over \$500. Administration cost was 8.1%. No hospital deficit was recorded. The number of hospital beds has more than doubled since the plan was adopted.

## White Collar Unionism

Why are white collar workers hard to organize? Professor C. Wright Mills of Columbia University has attempted to furnish the answer in his forthcoming book, *The New Middle Class: A Study of the White Collar People*.

He concludes that the slow progress in organizing managerial, technical, and professional employees, office workers, and salespeople is due in part to the following circumstances:

1. Unions have not been available to them. It is much easier to join an existing union than to organize a new one.

2. Many have had little contact with union members and hence have developed a prejudicial, anti-union attitude.

3. Many still want to believe that they can "get ahead" better as individuals depending on recognition of personal ability.

However, unionization of white collar workers has made impressive gains in recent years. In 1900, 2.5% of the white collar employees belonged to unions. Wage workers then had 8.2% in unions. Today 16.2% of the "salaried" personnel is unionized, compared with 44.1% of the wage workers. Thus while union membership among wage workers has increased about 540%, the increase in union affiliation among white collar employees reached 650% during the same period. The number of white collar unionists has now reached a total of close to two and a half million.

In railroads, government, and entertainment, 58% of the white collar workers belong to unions. In the postal service practically all white collar people are union members. Only about 5% in other branches of federal, state, and local government are organized.

Almost all musicians and actors are unionized. About half of the editorial staffs of newspapers carry union membership cards.

Of the 9.6 million wage and salary workers employed in retail and wholesale businesses, less than 3% are affiliated with labor. Engineers and architects are almost completely unorganized. Despite the rapid growth of the American Federation of Teachers, only 3% of the teachers are union members. Over a million of our colleagues are still to be enrolled in the ranks of organized teachers.

## Ladies' Garment Workers Open Huge Health Center

Secretary of Labor Maurice J. Tobin, Federal Security Administrator Oscar R. Ewing, AFL President William Green, N. Y. Commissioner of Health Dr. Harry S. Mustard, former Gov. Herbert H. Lehman, and other distinguished leaders joined David Dubinsky, president of the International Ladies' Garment Workers Union, at ceremonies marking the completion of a \$3,500,000 expansion program at the Union Health Center, 275 Seventh Avenue, and the rededication of the institution.

(Continued on page 18)

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## THE A.F.T. CONVENTION Will Be Held in MILWAUKEE, WISCONSIN August 22-26

Convention Headquarters: Schroeder Hotel



## President's Page

### Report to the Membership

**T**HE last convention of the AFT requested a fuller reporting both from the Executive Council and from the president. I should like, therefore, to submit to you a report on some of the strategic happenings of the year.

In spite of a limited budget for travel, a large number of the locals have been visited during the past year. By the end of March the Atlantic seaboard, Ohio, Pennsylvania, the South, and the Midwest had been quite well covered by your president, and a trip to various locals in the Far West had been planned. Secretary-Treasurer Irvin R. Kuenzli also visited many locals in the South and the Midwest.

One of the most important problems before the organization at this time is: How might the national organization improve its services to the locals? Certainly no national or international union in the United States provides such extensive services to locals at such small cost as does the AFT. During the last five years the services to locals have been greatly expanded without any increase in national per capita—despite the tremendous increase in the operating costs of the national organization because of inflation. Yet there is need for constant study of the possibilities of extending even further the services to locals and providing the financial support for such services. This problem might well be the concern of the coming convention.

Many and important services are now provided through our research department, our Washington representative, the *AMERICAN TEACHER* and various AFT pamphlets, releases, and publications, financial aid to the state federations of the AFT locals, AFT's defense of academic freedom, and Secretary-Treasurer Kuenzli's assistance to locals, especially in periods of crisis—as well as through the presentation of the AFT viewpoint in educational and international meetings and in conferences with labor groups, Congressmen, and government officials.

One important point that should not be forgotten is the fact that it is only through the national organization of the AFT that the various AFT locals are able to operate as labor organizations and to secure the support of AFL groups

for their programs. For it is the national AFT that is affiliated with the AFL, thus enabling the AFT locals to present their viewpoint to their central labor bodies and their state federations of labor. It should be remembered also that part of the per capita payments to the AFT is used to pay the dues to the AFL. Neither should it be forgotten that a national organization of any significance must maintain adequate national headquarters, with an office that is accessible to a considerable proportion of its members and an office staff that can keep the extensive records and business accounts that are necessary, and do the overwhelming amount of clerical work required in any large national organization.

Another important point to be remembered is that only through the small per capita payments to the AFT have the remarkable achievements of the organization in the fields of child welfare, international education, veterans' welfare, school finance, federal aid, and vocational education been made possible throughout the years.

The *AMERICAN TEACHER* has carried a full report to all members on all major issues before the organization and, in reporting the Executive Council meetings, has listed the vote on each issue in which there has been a division. Complete minutes of the Executive Council sessions have been sent to each local.

A sub-committee of the Executive Council is now bargaining with our office employees on a revised pension program.

Plans for increasing the strength and extending the program of our state federations are progressing, with at least four state groups, at this writing, planning spring conferences to set up comprehensive, vigorous programs for the next school year.

In the area of legislation three main issues have commanded most of our effort: federal aid, social security extension, and workers' education services. In February I made a trip to Miami, where the AFL Executive Council was meeting, to obtain immediate all-out backing from the AFL for our federal aid program, and to solicit the help of the AFL in obtaining consistent recognition of the AFT from the Office of Education in the various commissions and programs directed by that office. Wholehearted support was given by the AFL in both cases.

Proposed social security legislation was influenced to a considerable degree by the AFT. These things we may take at least *some* credit for:



1. Inclusion of provisions for extending coverage to teachers not now covered by pension plans.

2. Protection of existing pension plans for teachers by including a provision that no public agency or board which serves as an employer shall be authorized to place its public employees under the Federal Social Security Program unless such agency or board shall have certified to the Social Security Board that the employees under its jurisdiction have petitioned by majority vote to be placed under the Federal Social Security Program.

The AFT is thus discharging its responsibility to support good social legislation and is also protecting fully the interests of teachers now covered by good pension systems.

Federal aid legislation is moving—the Thomas bill in the Senate, the AFL bill in the House.

AFT Vice-President Arthur Elder and AFT's Washington Representative Selma Borchardt have both worked extensively on proposals for legislation to establish a federally financed program for the extension of labor education. Our own John Connors, director of the Workers Education Bureau, and Secretary-Treasurer Kuenzli have been very close to this particular legislative problem.

The organization is working out of the tough financial spot in which our ambitious program of the past two years put us. It is to be hoped that a sound program of aid to state federations can be worked out at the Milwaukee convention. We must encourage the establishment of comprehensive permanent programs at the state level, and yet we must not increase the already heavy fiscal burden on the national organization.

The California labor movement is subsidizing a full-time organizer to increase AFT membership in that state. A new local has just been chartered in San Diego, California. It is highly probable that there will be further expansion in that state.

The number of letters which have been sent directly to me by members has been overwhelming. With limited secretarial funds I have tried to deal with and reply to every letter. All requests for information on procedure and all letters containing suggestions have been answered and/or passed on to the Executive Council for action.

The entire Council has done a yeoman's job of facing our financial, organizational, and policy problems.

For the coming year considerable attention should probably be given to:

1. Increased and specific help to locals in the building of trade union programs.

2. Support in building strong and permanent AFT organizations on the state level.

3. Reaching the graduating seniors in our schools of education and our teacher training colleges through an organization associated with our locals in the areas or by direct assimilation into our locals.

4. Establishment of a permanent home for the AFT.

5. Construction of machinery to handle the numerous problems of violation of academic freedom, particularly at the college level.

6. Determining the function of vocational education within the total educational program and formulating the principles on which the vocational education program should be based.

These and many other problems will be the direct concern of the delegates at the Milwaukee convention. Suggestions which members may have on any issue should be directed to the Executive Council in care of the national office.

The spirit within the AFT locals throughout the nation is extremely good. Most of our locals are building well within the labor movement and are making outstanding contributions to the social and economic progress of all our people.

JOHN EKLUND

### **Position of Executive Council On Publication of Statement By Ex-Local 430**

A REQUEST has been made to the AMERICAN TEACHER that ex-local 430 of Los Angeles be granted space to reply to the statement of the Executive Council explaining why the charter of the local was revoked. The position of the Executive Council regarding this matter is as follows: "The Executive Council has the responsibility under certain conditions of revoking charters of local unions. The Council also has the responsibility of explaining to all affiliated unions of the AFT why such action is taken. The Council is not, however, obligated to enter into debate, through the official journal, with the local whose charter has been revoked, regarding the causes of revocation. Under the AFT constitution the local has the right to appeal to the next annual convention and may present its case at that time."

## Secretary-Treasurer's Page

### Can UNESCO Bring World Peace?

A FUNDAMENTAL question at the great conference on UNESCO in Cleveland, March 31 to April 1 (where this is being written), is whether UNESCO can succeed in so conditioning the thinking of the peoples of the world that wars may be abolished and men may live in permanent peace. While activities in the field of international relations and international education constitute only one phase of the comprehensive professional program of the AFT, the promotion of international friendship and world peace is, in a sense, essential to the ultimate success of the entire program of the AFT. While there is a tendency of the human mind, in time of peace, to shrink from contemplation of war and the basic causes of war, it is true that consideration of such matters as child welfare, salary schedules, teacher tenure, academic freedom, sick leave and retirement plans may be futile if the nation becomes involved in an atomic war. An ideal school system exemplifying perfectly the philosophy of "democracy in education and education for democracy" can mean little if it exists in the shadow of the atomic bomb—and that shadow does ominously impend, creating fear and uncertainty throughout the world. Unless that shadow can be dispelled by the light of learning, the future of the world looks dark indeed.

At this great conference, which is devoted solely to promotion of international friendship, world peace, and the welfare of mankind, and where literally millions of words are spoken and written on these vital subjects, the questions are often asked: "Are we getting anywhere?" "Is it all worth while?" "Do not the war clouds threaten on the distant horizon while we talk of peace?" A few months ago, while on our educational trip by plane around the world, Mrs. Kuenzli and I, after flying over or around many war torn countries, raised these questions at a small dinner meeting arranged at UNESCO headquarters in Paris by Dr. Kenneth Holland, United States Representative to UNESCO. Dr. Holland gave

the significant reply that progress *is* being made toward peace, since no *major* wars among the nations had occurred during a period of nearly two decades between World War I and World War II. During that period many international difficulties which might have resulted in war were settled by negotiation. During this period, despite the fact that political tyrants succeeded in leading the nations into a war of unprecedented magnitude, there existed among the common peoples of the nations a yearning for peace. It is a supreme task of education to build that sentiment into an impregnable citadel of peace. Already the hearts and minds of millions of citizens of many nations have been conditioned for peace. Doubtless this fact not only played a large part in the rapid adjustment of the peoples of the world to the chaos of the postwar period but also assisted in the program of social and educational reconstruction. The American participation in the UNESCO program has done much to correct the false impression created by predatory propagandists that the United States, as a great industrial nation, is interested only in exploiting the peoples of the world.

In this connection it should be emphasized that peace among the nations may depend to a large extent upon the attitude of American businessmen who engage in foreign trade. If representatives of American business go abroad to exploit ruthlessly the populations of other lands, they will serve as primary promoters of war and destruction. It is by no means to be expected that our American businessmen will go abroad to serve as missionaries in the religious sense of the word. It is reasonable, however, to expect and demand that representatives of American business will extend to our neighbors in other countries the same courteous and friendly service which is extended to customers in the United States.

The AFL at its 1948 convention in Cincinnati, Ohio, stated in part under the caption of "Education in the Atomic Age":

"The only power which is still greater than the atomic power, the only power which can stem the tide toward suicide of the human race, is educating men throughout the world in the spirit of brotherly love which, if undefiled by perverse education, is a natural characteristic of men of all nations. If peace on earth is ever to be attained, men must be taught to send ships to sea, to build great factories, and to enter into commercial projects not merely to build fortunes in gold, but to create happier lives for the employees."

Here is the voice of more than eight million American citizens who with their families represent a large sector of the population of the United States calling for "democratic human relations" in international trade. This philosophy closely parallels the philosophy of UNESCO which states in its preamble: "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

Exclusive of the churches, labor and education are the two greatest forces which are working assiduously for world peace. Both of these great agencies are active in the work of UNESCO. The AFT as an important sector in both of these great forces is in a strategic position to assist aggressively in pushing forward the battle for ultimate peace among the nations.

Labor and education have the common bond that both are devoted primarily to human welfare. Toward this common goal the labor movements and the teachers throughout the world may work cooperatively. The teachers of the world have a special bond of professional interest in that all of them are devoted to the welfare of children. Around the goal of child welfare the teachers of the world may unite in building the one world of the future. It should be an educational goal of UNESCO that all children of all nations shall have the right to come under the influence of teachers who will guide them in the channels of international brotherhood.

Atomic warfare is so great a threat to the security of each and every one of us that every citizen of the United States must say to himself: "If UNESCO fails, I fail. My home, my family, my school, my children, my life are involved in

the program of UNESCO for world peace."

Many prominent speakers at the conference described UNESCO as the hope of the world as an agency for world peace.

Milton S. Eisenhower, Chairman of the U.S. National Commission for UNESCO, stated: "UNESCO aims at sympathetic understanding. Men playing chess do not necessarily develop mutual understanding. Friendly, meaningful, hopeful discussion of mutual problems does result in agreement among minds. Ideas are the determining factors of history . . . The promise of UNESCO to those who know her best is a shining one."

Dean Rusk, Assistant Secretary of State for United Nations Affairs, described UNESCO as the "greatest cooperative movement in the history of mankind for world peace." He stated also that "man who knows so much must now decide whether he is wise enough to survive. UNESCO offers more hope, more peace, more economic security . . . It can be done! It is being done! Let's get on with it!"

Sir John Maud, member of the Executive Board of UNESCO and Permanent Secretary of the Ministry of Education of the United Kingdom, said during his address: "We are UNESCO—and who are we? We are fifteen hundred million people. We must make these fifteen hundred million citizens a real live fellowship. The end is that something should happen within people so they feel differently toward other people. Then the world will be a place in which men can progressively learn to live in one world."

Murray D. Lincoln, president of CARE, stated: "We shall never have permanent peace



● Some of the AFT members who attended the UNESCO conference in Cleveland are shown here in one of the three display booths set up by the AFT.



until the peoples of the world understand each other."

Mrs. Franklin D. Roosevelt declared that UNESCO is the type of organization which creates the atmosphere for peace.

AFT President John M. Eklund, who was serving as one of the representatives of the AFL at the conference, stated in one of the discussion groups that the United States should be interested not only in equalizing educational opportunities at home, but should also support a movement to extend the light of learning to those nations which exist largely in the darkness of illiteracy. Former AFT President Joseph F. Landis pointed out in one of the discussion groups that the United States must provide an example for the rest of the world by eradicating illiteracy here and raising the level of education

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so that the citizens of the country may participate intelligently in the democratic process.

Since only in the minds of millions of individual citizens can world peace be securely established, each peace loving citizen must resolve to do his part, even though it be not large, in carrying forward the objectives for which UNESCO strives. If millions of citizens throughout the world so resolve, UNESCO *can* bring world peace.  
IRVIN R. KUENZLI

## "What Can a Disabled Teacher Do?"

By SELMA M. BORCHARDT

"WHAT can a disabled teacher do?" asks Joseph W. Dubin of the Philadelphia local in the April *AMERICAN TEACHER*. Retired for disability from the Philadelphia public school system, he relates his experiences in seeking a source of income to supplement an inadequate pension. He tells about the discouraging rebuffs encountered in his search for a job suitable for one of his capacity and his years of teaching, his failure to find work through his own efforts and his final employment as a substitute doorman with a movie-theater company.

He concludes with timely and valid observations on "ossified" methods of recruiting for educational positions and on unsatisfactory retirement provisions for teachers. He suggests that the union consider these matters. We all agree with him wholeheartedly. But he does not mention a means, much closer at hand, for improving a situation such as his.

A disabled teacher or any other handicapped person of work age can avail himself of the services of Vocational Rehabilitation. Probably many teachers are not familiar with this Federal-State program—what it does and how. Here's a brief outline of its aims and functions as the service itself describes them.

The purpose of Vocational Rehabilitation is to prepare the disabled civilian for suitable employ-

ment and see to it that he is placed on the right job to utilize his abilities and talents.

The following services are provided throughout the nation:

1. Medical examination in every case to determine the extent of disability, to discover possible hidden or "secondary" disabilities, to determine work capacity and to help determine eligibility—at no cost to the individual.

2. Individual counsel and guidance in every case to help the disabled person to select and attain the right job objective—at no cost to the individual. (The disabled person takes part in all this study and planning and his desires are given full consideration.)

3. Medical, surgical, psychiatric and hospital care, as needed, to remove or reduce the disability—public funds may be used to meet these costs to the extent that the disabled person is unable to pay for them from his own funds.

4. Artificial appliances such as limbs, hearing aids, trusses, braces, eyeglasses and the like, to increase work ability—these also may be paid for from public funds to the degree that the individual cannot meet the cost.

5. Training for the right job—in schools, colleges or universities, on-the-job, in-the-plant, by tutor, through correspondence courses or otherwise, to enable the individual to do the

right job well—at no cost to the disabled person.

6. Maintenance and transportation for the disabled person, if necessary, while he or she is undergoing treatment or training—these expenses may be met from public funds, depending on the person's financial inability to take care of them.

7. Occupational tools, equipment and licenses, as necessary, to give the disabled person a fair start—these may be paid for from public funds to the extent that the person is unable to do so.

8. Placement on the right job, one within the disabled person's physical and mental capacities and one for which he has been thoroughly prepared—at no cost to the individual.

9. Follow-up after placement to make sure the rehabilitated worker and his employer are satisfied with each other—at no cost to either party.

These services are not necessarily provided in the order listed above. Several may be given at the same time. Some disabled men and women may require the full range of services; others may need only one or two. But all are provided in accordance with careful analysis of the individual's needs and all are directed toward a suitable job goal.

Regarding eligibility for the services, all men and women with substantial job handicaps in the form of physical or mental impairments are eligible, whether the disabilities resulted from accident, illness, or any other cause. Where payments are expected from the client—to the extent that his financial condition permits—the State agency making the decision keeps confidential any information about the client's resources.

Rehabilitation programs are a State responsibility. The Federal government, through the

Office of Vocational Rehabilitation of the Federal Security Agency, assists the States financially through grants-in-aid. The States actually operate, supervise, and control the program through bureaus or divisions of vocational rehabilitation which usually are units of the State boards of vocational education. Rehabilitation services for the blind and for those with lesser defects of vision are administered by commissions or agencies in thirty-five States whose laws authorize such special units to handle vocational rehabilitation programs. In the other States, "sight" cases are included in the work of the general rehabilitation agencies.

For additional information, the teacher may inquire of the Office of Vocational Rehabilitation, Federal Security Agency, Washington 25, D. C., or apply at the office in his own community. A list of the State and local offices is on file at the national office of the American Federation of Teachers.

It is most important that a disabled person get in touch with the service as early as possible after the disability occurs so that rehabilitation may begin before he is unduly subjected to the disintegrating effects of idleness and hopelessness.

Vocational rehabilitation yields substantial benefits in the form of greatly increased earnings for the handicapped person. But a much more valuable benefit of the service can not be measured in financial terms—the client's satisfaction and happiness at being once more able to provide adequately for himself and his family through his own efforts.

Vocational rehabilitation clearly demonstrates the rightness of its guiding creed, *"It's not what a man has lost, but what he has left that's important."*

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## AFL's Federal Aid Bill Introduced By Representative Lesinski

Representative John Lesinski, of Michigan, chairman of the House Committee on Education and Labor, recently introduced the AFL bill to provide federal aid to education. The bill would authorize appropriations of \$400,000,000 in each of the next four fiscal years, \$600,000,000 in fiscal 1955, and \$1,000,000,000 annually thereafter.

Grants to the states for educational purposes would be limited to public schools, but students attending non-public schools would benefit from other funds appropriated for health and welfare services.

Although passage of such a bill will be extremely difficult at this time, the AFL felt that it was imperative that the measure be introduced to emphasize the inadequacy of the funds which would be provided through the Taft-Thomas bill, S. 246.



# *In a Democratic School—*

An excerpt from the address by Herold C. Hunt, Superintendent of Schools, Chicago, at the Ninth Annual Education Conference of the Chicago Teachers Union.

**I**N a democratic school there is evidence of pupil participation in planning certain phases of the classroom work and in making policies affecting the whole school.

In a democratic school there is evidence that pupils have definite purposes, that they have to some extent analyzed their own needs and that they are working to attain their purposes and to satisfy their needs.

In a democratic school there is evidence that all pupils have opportunity to learn intelligent followship and to assume leadership in some area. Some pupils should assume definite responsibilities and all should show themselves to be good followers.

In a democratic school there is evidence of cooperative planning for the child's education and adjustment in pupil-parent-teacher groups.

In a democratic school there is evidence that teachers participate in planning and policy making for the entire school as well as for their own rooms or fields of specialization.

• In a democratic school there are evidences of clearly stated and well-understood objectives of education in general and of the particular school. These objectives are known by pupils, parents, teachers, administrators and citizens.

• In a democratic school there is a sharing of responsibility among the teachers, the administration, and the pupils. Those responsible realize and seek to discharge their responsibilities in accordance with the best interests of all.

• In a democratic school there are organized avenues through which teachers and pupils are invited to present ideas and to discuss issues. There is a reasonable guarantee that ideas so presented will receive a fair hearing.

In a democratic school there is little or no rigid supervision of the inspectorial type, and much stimulation and help are directed toward self-improvement of teachers.

In a democratic school there is a recognition of experimentation and creativity in teaching.

• In a democratic school the rights and privileges of teachers as citizens are respected and safeguarded.

• In a democratic school teachers have security of tenure after a probationary period. No teacher is dismissed except for good reasons.

The administrator of a democratic school is well trained, public spirited, professionally minded, and in possession of a high type of democratic philosophy. He is democratic in spirit and action.

Everyone in the democratic school has an understanding of the principles and the operation of a democratic school.

In a democratic school there is a two-way avenue for the flow of ideas between the school and the community.

## **HIGH SCHOOL CLASSROOM**

*The calendar differed from Time outside;  
But here, where order was imitated,  
Furtive boys used textbooks to hide  
Notes from the girls that they had dated.*

*Cryptic were proverbs the teacher quoted  
From sages quarantined safe with their lore;  
Grazing the pupils, the maxims floated,  
Glittered, then sank to strew the floor.*

*Under the portrait, imperial there,  
Of Shakespeare gazing out of his fame,  
A youngster basked near the blackboard, where  
He just had scribbled his sweetheart's name.*

*Words of the lesson about them swirled,  
As, parties away, they dreamed their fill;  
Yet few of the pupils saw how the world  
Was seeping over the window sill.*

LOUIS GINSBERG  
Local 482, Paterson, N. J.

THE AMERICAN TEACHER



## AFT Officers Serve on AFL Vocational Education Committee

A committee to evaluate vocational education in the United States has been appointed by the AFL in accordance with a resolution passed by the last AFL convention. AFT President John Eklund and AFT Washington Representative Selma Borchardt have been appointed as members of the committee. The other three members are Martin P. Durkin, of the plumbers, George Gooze, of the printing pressmen, and James Brownlow, of the metal trades workers.

In recommending that a study of vocational education be made the AFL Executive Council, in its report to the last AFL convention, made the following statement:

For many years the AFL Committee on Education has sought to gather material related to the administration of vocational education throughout the country. In order to develop sound recommendations, it is necessary to have a carefully planned, supervised study made over a period of months, in a number of areas. . . . A study of vocational education also requires a study of our

## Promising Local Organized In Lynn, Massachusetts

A large and promising local has just been organized at Lynn, Massachusetts, according to a letter received recently from Mary Cadigan, who has been acting as organizer for the Massachusetts State Federation of Teachers.

public school system in relation to the entire field of practical training.

This proposed study on vocational education should lay stress on a recognition not merely of definite degree of academic ability, but on definite types of ability, and on the need for creating and maintaining standards of achievement in non-academic as well as academic work.

## "LABOR HISTORY WEEK"— Something New in Newark

By MARK STARR

Mark Starr, president of AFT Local 189, the Workers Education Local, is the educational director of the International Ladies Garment Workers Union. In 1945 he was sent to London by the U.S. Department of State to serve as one of the advisers to the American delegation at the conference which set up UNESCO. In 1946 he was appointed by President Truman as a member of the Commission on Higher Education. He is now serving as one of the five members of the U.S. Advisory Commission on Educational Exchange.

SOMETHING new has been added to a high school curriculum in Newark, N. J. The first week in March at the East Side High School was "Labor History Week." A group of 30 local trade union leaders, after special training by the Workers Education section of the Extension Division of Rutgers University, met the students in seven history periods each day under the direction of Dr. David E. Weingast, chairman of the social studies department of the East Side High School.

Led by Assemblyman Lewis M. Herrmann, the Essex County Trades Council had approached Dr. John S. Herron, Superintendent of Schools in Newark, and asked that representatives of the AFL be permitted to speak in the high school assemblies to senior class students to explain the position of labor in the American community.

According to Dr. Herron, they pointed out that the position of labor, and the principles for which it stands, had too often been misrepresented. Labor was anxious to have an accurate and fair picture of its activity presented to the seniors of the high school in their required study of labor-management problems in the social studies courses.

Superintendent Herron received the suggestion sympathetically and agreed to an experimental tryout in one high school. From his many years of experience as a teacher, principal, and superintendent, he had observed that textbooks on American history have usually slighted the contribution of labor in the development of our country, as contrasted with the importance accorded to other groups. He also noted in a public

memorandum that "Traditionally our high school assemblies have been addressed on hundreds of occasions by representatives of business and industry and by social, civic, and professional leaders," but he could recall only a few instances when labor representatives have been the speakers.

Superintendent Herron was careful to emphasize that he wanted all sides of the labor problem presented and did not wish to avoid controversial questions. However, he did wish those subjects to be treated in such a way that the students would be "trained to think and to evaluate critically all the available evidence or facts." He insisted that the teacher "should not allow his personal preference to fashion the thinking of the group, although, at the conclusion of a discussion, he may express his own individual opinion."

The plan was worked out by Dr. Michael R. McGreal, Assistant Superintendent in Charge of Secondary Schools; Mr. Henry A. McCracken, Principal of East Side High School; and Dr. David E. Weingast, Chairman of the Social Studies Department of East Side High School.

Representatives of labor spoke to the senior class members who were studying the last term of United States history. Five phases of labor-management problems were presented on succeeding days during the week. Each talk was for twenty minutes, followed by a question period. Two assembly periods, one at the beginning and one at the close of the week, were held for the senior class students involved.

The writer had the inspiring experience of speaking on February 25 at the assembly which initiated this Labor History Week, and felt that from the start the plan was likely to succeed because of the interest and sympathy shown by the school officers and teachers. In the concluding assembly, with Dr. Weingast as moderator, the students themselves summarized the work, with labor union representatives also present to give information if requested. The face-to-face contact of the students with union representatives was probably the most valuable part of the experiment.

Dr. Erling Hunt, of Teachers College, Columbia University, sat in at some of the classes and found that they were going well. Dr. Weingast feels that the experiment produced an effective teaching device and he thinks that the positive achievements of the course are beyond question, as shown in the final round-up panel.

The Junior Achievement companies had been warmly encouraged in the Newark high schools and the unions rightly felt that not all the students of the high school would become business men and own their enterprises. The teachers and school administrators were also aware of the lavish distribution of literature by the National Association of Manufacturers and felt that, in the interest of fair play, the students of the high school should have a chance to learn about the facts of modern industry from less partisan sources.

The school library, with the help of the Newark Public Library, made a special display and exhibit of trade union books and pamphlets. There was considerable publicity in the local papers and at least one parent felt provoked to keep his son at home during the week. However, this was not serious and most of the people in the community felt that the innovation was a beneficial one which could be widened out to other high schools. One amendment would be in order; namely, that the local CIO officers should participate in this work along with the Essex County Trades Council, AFL. Further, the plan might be developed in such a way that the representatives of management and of organized labor could hold joint sessions and panels in the high schools for the benefit of the students on the threshold of industry.

This successful experiment of a Labor History Week is in line with what the Committee for Economic Development is doing in improving the teaching of economics in our high schools. Only in this instance it is being worked out on an effective local basis.

Let us hope that other high school principals and school superintendents will give their social studies departments a chance to develop this technique in their schools.

### **New Local in Virginia Shows Rapid Growth**

One of the strongest of the new AFT locals is the Dickensen County Federation of Teachers, in Virginia. The local, No. 1026, already includes a great majority of the teachers in Dickensen County, and on April 23 it held a meeting to which the teachers of two neighboring counties were invited.

● **NEW JAPANESE TEXT-BOOKS PRINTED IN ROMAN LETTERS**

A group of Japanese children in Tokyo are shown here looking over the new textbooks which, for the first time, are being printed in Roman letters. The change to Roman letters is of great significance to the entire cultural and intellectual life of the Japanese nation.



Acme Photo

## *Toward Educational Progress in Japan*

**T**HE significance of the introduction of Japanese textbooks printed in Roman letters is explained in the following excerpt from an article by Dr. George S. Counts, former AFT president, and a member of the U.S. Commission sent to Japan in 1946 to discover ways to modernize and democratize Japanese education:

"As long as the Japanese people cling to the inherited system of writing, their struggle for democracy will be grievously handicapped. Under that system, composed as it is of both phonetic and ideographic elements, the

masses can hardly be expected to achieve the command of reading essential to the discharge of the most elementary duties of citizenship. At present, even though an inordinate amount of time and energy is devoted to the mastery of the ideographic characters, children completing the program of compulsory education are quite unable, on the average, to read the most simple materials. . . . The success of their experiment in democracy will unquestionably depend in some measure on the general adoption of some form of phonetic writing."



● **CHILDREN IN A NURSERY SCHOOL IN TOKYO, JAPAN**

In Tokyo, as in many other places, some mothers find it necessary to leave their children at a nursery school during the day. In this photograph are shown some of the children cared for in the Yoyoshiro Nursery School, which was founded by Mrs. Sakae Sato, a firm believer in early education for children and a crusader for municipal aid to establish nursery schools throughout Tokyo.

Acme Photo



# The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

*"Freedom is more than a word. It is a deeply cherished belief in the essential importance of the person and in the supremacy of a society which respects and safeguards the eminent dignity and integrity of personality. - Excerpt from the Foreword of Freedom Pamphlets.*

## CREDITS

Lessing J. Rosenwald, president of the American Council for Judaism, sent appeals to the Federal Council of Churches, the National Catholic Welfare Conference, the Church World Service, and the Synagogue Council of America to relieve the plight of 750,000 Palestinian Arab refugees. Mr. Rosenwald not only asked for relief but also for the adoption of a program which would either rehabilitate the Arabs in their former homes or compensate them for the loss of their property.

\* \* \*

The Anti-Defamation League is publishing a series of *Freedom Pamphlets* dedicated to "the education of free men to understand their proper role in a free society." Six have already been published and widely distributed, among them "ABC's of Scapegoating," "The Radio Listener's Bill of Rights," and "Modern Education and Better Human Relations."

\* \* \*

A resident of Palm Springs, Calif., who spent 44 months in a Japanese prison camp gave \$100 to the Los Angeles office of CARE. "This is for CARE packages to go to Japan," he said. "I think we need a few more gestures of international friendship to help out the peace of the world."

\* \* \*

A group of undergraduate students of Yale University entertained as their personal guests, over the week-end of March 18-20, 30 students from Howard University. According to their spokesman, "This will be an experiment in race relations which involves no forums or other discussions about racial relations."

\* \* \*

Seventy-six delegates to the annual convention of the Missouri Medical Association voted to delete the word "white" from its constitution and to admit "all physicians from component county medical societies."

\* \* \*

The Anselm Forum of Indiana recently sponsored a radio program over Station WJOB to honor State Representative James Hunter and three members of the AFT local in Gary: Flora Philley, author of *Teacher, Help Yourself*; William Swan, president of the AFT local in Gary; and Natalie Ousley, AFT vice-president. In a program dedicated to Democratic Education these citizens received the 1948 award for community service and for their work toward achieving democracy in education. Representative James Hunter was instrumental in having a non-discrimination law passed for Indiana schools. A segregation law had been in effect since 1865.

## DEBITS

Indians in New Mexico and Arizona have been applying since 1935—ever since the Social Security Law was passed—to secure help for their old people, their blind, and their dependent children. Since the Federal Security Agency has not compelled the two states to enforce the law equitably, the Indians are taking their case to a federal district court to secure the coverage provided by the Social Security Law.

\* \* \*

The 1948 report of the New York Society for the Prevention of Cruelty to Children showed an increase of 16% over 1947 in cases representing neglect, abuse, and maltreatment of children.

\* \* \*

The American Bowling Congress voted against changing its constitution to permit membership to non-whites. The supporters of the change plan to take their fight to the next convention. Mayor Zeidler of Milwaukee stated that the ABC's refusal to alter its constitution unfortunately places every city extending an invitation to the bowling convention in the position of segregating sports competitors on a basis which disregards their abilities and skills.

\* \* \*

Seven white persons of Baltimore were fined and given suspended prison sentences on March 22 for promoting a mixed tennis tournament on the public tennis courts. They were convicted of conspiracy to disturb the peace. However, the state avoided a direct test of the segregation policy in Baltimore's municipal parks.

\* \* \*

Many stores around Alliance, Nebraska, where several hundred Sioux Indians live, carry a sign, "Indian Trade Not Solicited." Denver newspapermen assigned to cover the story of Operation Snowbound reported an incident in a restaurant in Alliance run by a Nisei and a Caucasian. A young Indian girl entered the restaurant and sat in a booth. The Nisei proprietor asked her, "Are you Indian?" Upon receiving an affirmative answer he said, "I'm sorry, we can't serve you here." Without comment the young girl left.

\* \* \*

The defeat of Vice-President Barkley's ruling that Senate Rule XXII (permitting cloture on pending legislation by a two-thirds vote of the Senators present) was intended to apply to bills, resolutions, or any other parliamentary action, was brought about by a coalition of Republicans and Southerners. This makes unlikely any civil rights legislation during this session.

# FOUR MAJOR SUBJECTS HEADLINE THE 1949 A.F.T. WORKSHOP

## At the University of Wisconsin School for Workers

### August 7-20

**A** COMMITTEE headed by AFT Vice-President Carl A. Benson of Toledo has been working for some weeks on the planning of the curriculum for the 1949 AFT Workshop to be held at the University of Wisconsin School for Workers August 7-20, 1949.

The Committee decided to limit classes in the 1949 Workshop to the forenoon period only, leaving the afternoons free for recreation, sight-seeing, visiting the University libraries, museum, etc., as well as for "bull-sessions" and informal discussions. Lectures, panel discussions, movie forums, as well as a varied program of recreational activities, will take up the students' evenings.

The courses and instructors are:

#### THE WORLD SCENE IN 1949

A discussion of current developments on the domestic and international scene, with particular reference to their impact on organized labor and workers in general.

**Selig Perlman, Professor of Economics, University of Wisconsin.**

#### AMERICAN LABOR POLITICS

Political developments during the past year; the new labor laws now being formulated in the Congress; the role of organized labor in the American political scene.

**Professor Max Kampelman, formerly at the University of Minnesota, presently legislative counsel to Senator Hubert Humphrey of Minnesota.**

#### ISSUES IN THE LABOR MOVEMENT

Current developments in the trade union movement; probable trends to collective bargaining; organizational patterns in key industries.

**Professor Joel Seldman, Director of Union Programs, University of Chicago; author of "Union Rights and Union Duties."**

#### A.F.T. PROBLEMS AND A.F.T. ORGANIZATIONAL WORKSHOP

A how-to-do-it workshop in the organizational and internal problems of the AFT; to be conducted by qualified AFT staff member, thoroughly familiar with the problems.

#### Combine Vacation, Convention, and Workshop in One Trip

Since the Workshop will be in session during the two weeks immediately prior to the annual convention to be held in Milwaukee beginning August 22, it will be possible for delegates to the convention to attend the Workshop without additional travel expenses. Madison is only 84 miles from Milwaukee, easily accessible by train, auto, or bus.

The University campus is located on the shores of Lake Mendota and is a favorite among students who attend summer classes. It provides every opportunity for engaging in all of the usual vacation activities—swimming, hiking, picnicking, golf, horseback riding, tennis, etc., that are



Union Theatre Terrace, overlooking Lake Mendota, at the University of Wisconsin.

usually associated with a summer vacation. Study may thus be profitably combined with relaxation and recreation.

#### **Varied Cultural Activities Available**

The University of Wisconsin campus also provides a wide variety of cultural activities during the summer session. Lectures, concerts, plays, musicals, are all available to students in the AFT Workshop, who have the status of regular University students while enrolled. The Wisconsin Union Theatre, one of the most beautiful campus theatres in the nation, is the center of the cultural life of the University in the summer as well as in the winter months.

#### **Registration and Fees**

Fees for the two-week institute are most moderate—only \$70.00, which pays all expenses, tuition, room and board, exclusive of Sunday meals. *Application for registration should be mailed as soon as possible to Dr. Ernest E. Schwartrauber, Director, University of Wisconsin School for*

#### **Scholarship to AFT Workshop**

**Candidates for the scholarship of the AFT Committee on Democratic Human Relations to the AFT Workshop, which will be held at the University of Wisconsin August 7 to 20, should send their applications as soon as possible to Layle Lane, 226 W. 150th Street, New York 30, N. Y.**

*Workers, 1214 W. Johnson Street, Madison 5, Wisconsin. Students should register on Sunday, August 7, in time to participate in the first session of the Workshop at 7:00 P.M. Registration will take place at the student dormitory, 615 Howard Place, Villa Maria, Madison, Wisconsin.*



Last summer, because the convention was held in Colorado, there were two AFT workshops, one at Estes Park and the other





Eates gathered at the University of Wisconsin. Below is shown the first group; above, the group at Madison, Wisconsin.

MAY, 1949

# Labor Notes

By Meyer Halushka, Local 1

(Continued from page 2)

The event marked the 35th anniversary of the founding of the Union Health Center by the ILGWU and 35 years of organized medical care for its membership.

Guided tours of the six floors in the ILGWU-owned Seventh Avenue skyscraper building featured the morning and afternoon. Eight hundred guests met at luncheon at the Hotel Statler.

The expansion program just completed makes the Union Health Center what is generally credited with being the largest clinic for diagnosis and ambulatory care in the country. The program brought the area occupied by the center from 13,000 square feet to 100,000 and involved expenditures of \$3,500,000, of which more than \$1,000,000 went into alterations and equipment and the rest into the cost of the building.

When the center was opened 35 years ago a single part-time physician worked in a single room. In the 12 months closing January 31 of this year the center's staff of more than 150 physicians gave more than 405,000 medical services through 23 clinic services, 7 diagnostic and therapeutic technical services and 5 special service departments. As high as 10,000 medical services have been recorded in a single day; the average is 1,300. Equipment for everything from allergy to X-ray includes the most modern approved by the medical profession.

Preventive medicine is one of the ideals of the institution. Another feature has been the development of lay health education under Educational Director Pauline Newman. The nutrition clinic and the expansion of social welfare services have been particularly appreciated by the membership.

## I.L.O. Surveys World Housing

Studies inaugurated by the International Labor Office show that the manpower shortage in the construction industry is less acute than in 1946, but scarcities of traditional materials continue. They show that at the end of 1947, the cost of dwelling units in the United States had increased 106.7 per cent since 1939. In other countries the costs had advanced as follows:

Australia .....	85%
Canada .....	110-125%
Great Britain .....	130%
Netherlands .....	350%
Sweden .....	153%

(The high costs are not due largely to high wages, as shown by an analysis of building costs prepared by Local 1149 of the Carpenters Union. The direct-on-the-job labor costs for a house that sold for \$12,000 was slightly over \$1,800, about 15% of the total sales price.)

The I. L. O. survey reveals that the war, which reduced building supplies, coal, and transport, has greatly multiplied the needs of materials for reconstruction. Even in those countries which escaped heavy bombing damage, home building was suspended for four or more years of war.

The study indicates that the world now needs for building about two and a half times as much timber, bricks, and glass as before the war, three times as much cement, and three and a half times as much steel. Lack of coal and transport in many countries has cut drastically all of these materials.

The I. L. O.'s Building, Civil Engineering and Public Works Committee at its March meeting in Rome considered the application of mass production of housing parts, new techniques and materials, long-range planning, labor-management cooperation, and other methods of stabilization and modernization of the construction industry.

Since it has been found that in twenty countries from five to ten per cent of the population are employed in construction, no industry is more important to world prosperity and full employment.

## AFL for Atlantic Pact

Full support for the Atlantic Pact, to aid the free countries of Europe in resisting aggression, was urged upon the United States by the American Federation of Labor.

The statement, based on resolutions adopted at the 1947 and 1948 national conventions, is, in part, as follows:

"No greater encouragement and incentive to healthy economic reconstruction and improved working and living conditions could be imparted

to the ranks of free labor than imbuing the working peoples of the democratic countries with a firm feeling that they are secure against the encroachments and aggression by totalitarian communism—the twentieth century slave state. Hence, the dollars and cents cost of procuring such military defense and democratic security is infinitesimal in comparison with the vast social, economic, and political benefits resulting therefrom.

"We call for Senate approval of the Atlantic Pact as an act of living solidarity and full partnership with all the forces of freedom. In the words of Jefferson, America and the rest of the free world have arrived at 'a geographical line coinciding with a marked principle.' We cannot preserve this principle of human liberty and decency without safeguarding this geographical line. America never was and never can be neutral in the event of any serious assault on freedom . . . .

"Given the present world situation, there is only one nation capable of rallying the forces of freedom and providing them with enough material strength to convince a would-be aggressor in advance that his attack is doomed to failure. That nation is America.

"The AFL especially emphasizes that the American people have a spiritual and moral bond which binds them to all liberty-loving people. This community of sacred purpose underlies the basic necessities for our joining the Atlantic Alliance. This identical mainspring of human values and aims is the best reason for our Senate endorsing the Atlantic Pact."

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# BOOKS AND TEACHING AIDS

## Are You Planning a Trip?

### If You're Going to Europe

HARIAN'S EUROPEAN TRAVEL GUIDE—1949 by Fredric E. Tyarks. *Harian Publications, Greenlawn, N. Y.* 48p. 50 cents.

If you are planning to go to Europe this year or next, you will do well to invest 50 cents in the purchase of the first postwar edition of this popular travel guide. It is full of practical suggestions that will help you to get the most for your money and to make the most of your time in Europe.

Even if you don't get to Europe, you will find many interesting bits of information in this little publication.

### If You'll Be Traveling In the U. S., Canada, or Mexico

HARIAN'S AMERICAN TRAVEL GUIDE—1949 by Fredric E. Tyarks. *Harian Publications, Greenlawn, N. Y.* 64p. 50 cents.

This booklet explains in detail how to see the best of New England, the Deep South, Southern California, or other sections of the United States on as little as \$100. It attempts to help tourists to rout their trips in such a way that they will ride over scenic roads and get to the principal sights without backtracking. One section gives advice on what to see in the national parks. Canada and Mexico are also covered. The book ends with a chart comparing rail coach, pullman, and airplane fares to and from the principal cities.

## Vocational Education and General Education

EDUCATION FOR AN INDUSTRIAL AGE by Alfred Kahler and Ernest Hamburger. *Cornell University Press, Ithaca and New York.* 1948. 334 p. \$3.75.

Attempting as it does to resolve the differences between advocates of general education and of vocational education, this book has special significance to teachers within the labor movement who, at each convention and between conventions, attempt to formulate and put into practice policies concerning vocational education.

The findings of the study are based upon research conducted by the Institute of World Affairs, a research unit of the New School for Social Research in New York. An analysis of "Industrial Trends and Occupational Distribution," as revealed by the United States Census, indicates the large proportion of the labor force engaged in work which "rotates around manual work, manual skill, and practical, technical knowledge." And on the other hand the study of the development of vocational education and the present enrollment indicates how inadequate is the number being educated in

the areas where the statistics show the need is the greatest.

The authors have no restricted or narrow concept of vocational education. As they conceive it, "vocational education does not compete with the goals of a truly humanistic education; on the contrary, it embodies some of the latter's oldest and soundest principles—learning by doing, preparation for life, and the integration of education with the actual social process." They point out that the "failure of the vocational high school to establish its proper standing as an institution of general education" is due to such conditions as: the teaching of the academic subjects at a lower standard than is done in most general high schools; a rigid adherence to the amount of shop work; the restricted concept of related education; a program of studies which prevents continued education at the college level; the school itself being considered a dumping ground for the less successful student or for the slow learner.

Appendices discuss general and vocational education in foreign countries, such as Germany, Switzerland, England, and the Soviet Union.

This book might well be made the subject for study by members of the education committee in each AFT local.

FLORENCE E. CLARK, *Local 1, Chicago*

## A Buying Guide For Vocational Counselors

OCCUPATIONAL PAMPHLETS: An Annotated Bibliography by Gertrude Forrester. Revised and enlarged edition of *Occupations: a Selected List of Pamphlets*. *The H. W. Wilson Company, New York.* 1948. 354 p. \$2.50.

At least one copy of this book should be in every high school. It is indispensable as a buying guide when ordering occupational pamphlets for the counselor's office or the school library; it is useful as a reference book for students when they are searching for titles of pamphlets which will aid them in investigating possible fields of occupations for themselves.

Some 3,000 pamphlets are listed, produced by 360 publishers. They have been selected as far as possible according to criteria set up by the Occupational Research Division of the National Vocational Guidance Association. The pamphlets are arranged first by publisher and again by occupations, where they are briefly annotated. A section at the beginning gives practical helps in methods of filing the material.

At this time no similar up-to-date bibliography exists for books in the field of occupations. Since much of the best occupational information is appearing in pamphlet form, the needs of the schools can first be met by turning to the pamphlet literature through this bibliography.

FLORENCE E. CLARK, *Local 1, Chicago*



## For Better Relations Between Labor and Management

WHY MEN WORK by Alexander H. Heron. *Stanford University Press.* \$2.75.

The theme of Heron's book is that men work best when they really take part in the business for which they are working. Management must encourage workers to contribute their own ideas on running the plant or the business. This does not necessarily mean that the workers should decide how the business should be run. But management's decisions should be made on the basis of all "thinking" on the subject—including that of their employees. We cannot hope to have a healthy American business, he says, or an effective industrial organization if it is made up of two separate groups—workers and thinkers. He adds, "We cannot expect teamwork from 90 per cent of the team members if we insist on telling them that their function is to work, ours to think." He urges, also, proper training, adequate wages, and recognition by management of the importance of each worker and his job. Mr. Heron is himself a successful business executive.

The book will be of interest to all seeking to promote better relations between labor and management but will be particularly useful to teachers of labor-management relations courses.

## For Safety in the Woodshop

A new kit on "Safety in the Woodshop" has been made available as the result of collaboration between the public schools of Gary and Pittsburgh, and the Carnegie-Illinois Steel Corporation. The kit includes a manual for every student in the woodshop and an Instructor's Guide, which contains a suggested outline and cross references to the other materials in the kit. A film strip of 140 pictures and illustrations complements the Student's Manual.

The unique features of these teaching aids are: (1) Classification of tools has been broken down into "families," such as "The Plane Family," "The Saw Family," etc. The correct method of handling and using each tool is given, since the correct method is also the safe method. (2) The approach is positive: The emphasis has been placed upon *learning* the right way by *doing* the right way. This eliminates the monotonous repetition of the term "safety" and the long series of "don'ts" and statistics found in most safety courses.

The text was written by a committee from the Gary Public Schools composed of Virgil Krampe, woodshop instructor at Lew Wallace School, Richard Jeffers, woodshop instructor at Edison School, and Arthur Manning, instructor of general shop at William A. Wirt School. The committee was headed by A. L. Cunningham, vocational coordinator, and C. K. Miller, director of audio-visual education, both of the Gary Public Schools. The Student's Manual was written for the seventh-grade-level boy and is extensively illustrated.

The kits are being furnished by the U. S. Steel Corporation to the schools in the cities where their plants are located. The material was presented recently to the schools of Lake County, Indiana, and to the public and parochial schools of Chicago at a dinner meeting held in Chicago.

The reception by the schools and industry has been enthusiastic. Follow-ups at yearly intervals will determine the value of the material.

A. L. CUNNINGHAM  
Vocational Director, Local 4, Gary, Ind.

## A Manual for Teaching How to Use a Library

LIBRARY MANUAL by Marie A. Toser. *H. W. Wilson Co.*, 950 University Ave., New York 52, N. Y. 92p. Single copies 70c each, 45c for 25 or more, 40c for 50 or more, 35c for 100 or more.

An experienced teacher-librarian has prepared a new edition of a manual that has become a standard text for teaching the use of libraries and reference books to high school and junior high school students.

Twelve brief lessons bring out the essential facts about the parts of a book, the classification and arrangement of books in a library, the use of the card catalog and magazine indexes, the types of information to be found in dictionaries, encyclopedias, and other reference books, and the preparation of a simple bibliography.

Exercises and practical material are provided which make it possible for students to learn by doing. Illustrations increase the value of the manual.

In addition to the manual, there is available from the same company *The Teacher's Key for the Library Manual* (138p. 25c), which supplies the answers to the exercises, quizzes, and final examination provided in the manual.

## Chemistry for Children

CHEMI, THE MAGICIAN, by Ruthie Duskin in collaboration with Boris Duskin. *Dodd, Mead & Co.* \$2.50.

Ruthie Duskin of "Quiz Kids" fame has written a book on chemistry for children from nine years up. Her father, who collaborated with her, is a science teacher in the Chicago schools and a member of the Chicago local. The book was originally written by Ruthie to help her in teaching chemistry to her younger sister.

A description of the book's contents is given by the author as follows:

"My book, *Chemi, the Magician*, is an adventure story about a chemical magician and two children, Dick and Sue, who visit his magic land of Chemistia. The plot involves a wicked sorcerer, named Black Magic, who tries to overthrow Chemi and rule his Kingdom of the Elements. But he has to reckon with Chemi's superior knowledge and strange devices, the ingenuity of Dick and Sue, and the helpfulness of the ninety-six clans of Chemistians. Finally the magician and sorcerer clash in the exciting Battle of the Magicians."

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## Audio-Visual Material

● **I CAN HEAR IT NOW.** Columbia recording. Running time 45 min. On five 12 in. discs (MM 800) the price is \$7.25; on one long playing record (ML4095) the price is \$4.85.

This is a recording of the history of the years 1932 to 1945 in the making. One can hear the voices of such men as Roosevelt, Chamberlain, Churchill, Mussolini, Hitler, Stalin, DeGaulle, Eisenhower, and MacArthur. One can also hear the contemporary reporting of outstanding events. The expert narration of Edward R. Murrow, noted newscaster, knits the parts together into an impressive whole.

In selecting the material for recording, three news experts, including Mr. Murrow, spent 500 hours listening to old broadcast records to produce this 45-minute program which recreates so vividly the history of eventful years.

● **INTERNATIONAL AND INTERRACIAL UNDERSTANDING.** Reprinted for the United Nations Film Board and available without charge from Women United for the United Nations, United Nations Information Center, 535 Fifth Ave., New York, N. Y. A catalog of 16mm films dealing with the United Nations, member states, and similar subjects.

## Pamphlets . . .

● **UNIVERSAL DECLARATION OF HUMAN RIGHTS.** International Organization and Conference Series III, 20. Publication 3381. Division of Public Liaison, Department of State, Washington 25, D. C. 6p. Free.

● **ANNUAL DIGEST OF STATE AND FEDERAL LABOR LEGISLATION.** Bulletin No. 101. Bureau of Labor Statistics, Department of Labor, Washington 25, D. C. Available without charge as long as the free supply lasts.

A concise summary of labor laws enacted from Sept. 1, 1947 to Nov. 15, 1948.

● **EQUALITY OF OPPORTUNITY IN COLLEGE ADMISSIONS.** University of the State of New York, Albany, N. Y. 16p.

A description of the highlights together with the full text of the recently enacted fair educational practices legislation in New York State. (Some of the provisions of the law were noted in the *AMERICAN TEACHER*, Dec. 1948, p. 28.)

● **THE LOCAL HEALTH UNIT.** Public Health Service, States Relations Division, Federal Security Agency. Washington 25, D. C. 12p.

Is there an adequate local health unit in your community? If not, this leaflet will help suggest where a start can be made to improve the health situation in the locality.

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● **ATOMIC ENERGY: HERE TO STAY.** Supplement to the March 1949 issue of *School Life*, publication of the Office of Education. Available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. at 10c a copy.

In addition to a general discussion of the need and place of atomic energy education, this supplement contains a section by Office of Education social science and science experts which gives detailed suggestions for introducing atomic energy education into various aspects of the school program. There is also more than a page of listings of material for further study. Sound films, filmstrips, and records are included.

● **LET'S LOOK AT THE STUDENT COUNCIL**, by Arnold R. Meier, Florence Cleary, and Alice M. Davis. The Citizenship Education Study, 436 Merrick Ave., Detroit 2, Mich. 12p. Price of 1-9 copies, 25c each; 10-99 copies, 22½c each; 100 or more copies, 20c each.

Student councils have long been recognized as useful instruments in training for citizenship. This practical leaflet aims to assist in increasing their effectiveness. It briefly explains their place in the schools and in graphic form deals with such subjects as the selection of representatives and the effective implementation of their work. There are also suggestive check lists for the evaluation of the organization and accomplishments of the councils.

● **SOURCES OF FREE AND LOW-COST MATERIALS.** Aviation Education Division, Civil Aeronautics Administration, Department of Commerce, Washington 25, D. C. Free.

A list of materials useful to teachers of aviation education or science teachers. It is planned for teachers at all grade levels.

● **FREE AND INEXPENSIVE LEARNING MATERIAL.** Curriculum Laboratory, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 4, Tenn. 120p. 25c.

A carefully selected list of printed materials intended for teachers and librarians. Only a few items are included that cost more than 50c.

● **UNDERSTANDING DEMOCRACY** by Florence D. Cleary, Alice M. Davis, and Arnold Meier. The Citizenship Education Study, 436 Merrick Ave., Detroit 2, Mich. 1948. 12p. 1-9 copies, 25c each; 10-99, 22½c each; 100 or more, 20c each.

Predicating their work on the belief that a better understanding of democratic attitudes and behavior is essential if schools are to develop better citizens, the authors of this pamphlet have evolved an analysis of basic concepts of democracy in the form of suggestive charts which can be used in evaluating democratic attitudes and practices in the schools.

The framework of democracy is dealt with in four categories:

1. Dignity and worth of the individual.
2. Man can and should govern himself.
3. Understanding democracy's privileges and their attendant responsibilities.
4. The use of the method of intelligence in solving problems.

There is a double-page chart for the analysis of each

category under the headings: "Aspects," "Criteria," and "Manifestations." The charts make the pamphlet particularly useful in evaluating the democratic practices and attitudes in a school as a whole or in groups within a school.

● **FUNDAMENTAL EDUCATION.** Bulletin 1948, No. 13, Office of Education, Federal Security Agency. 28p. 10c. Order from Supt. of Documents, Government Printing Office, Washington 25, D. C. A well organized treatment of UNESCO's plan for fundamental education on a world-wide scale.

● **WE BUILD TOGETHER—A READER'S GUIDE TO NEGRO LIFE AND LITERATURE FOR ELEMENTARY AND HIGH SCHOOL USE**, by Charlemae Rollins. The National Council of Teachers of English, 211 West 68th St., Chicago 21, Ill. 1948. 70p. 65c. A revised and enlarged edition of an older bibliography of the same title listing books designed to teach better interracial relations.

● **JUVENILE DELINQUENCY.** January 1949 issue of *The Annals*, publication of the American Academy of Political and Social Science, 3817 Spruce St., Philadelphia 4, Pa. \$2.

The subject is dealt with under four headings: "Juvenile Delinquency, Law and Fact," "The Juvenile Delinquent and His Environment," "The Court and the Juvenile Delinquent," and "Detention and Institutional Treatment." The authors are all eminent leaders in the field which they cover.

(*The Annals* is a regular bimonthly publication. Each issue is devoted to a topic of outstanding national or international importance. Annual membership in the Academy is \$5 and entitles the member to receive six issues of *The Annals*. Applications for membership should be sent to the address given above.)

● **FEDERAL LABOR LAWS AND AGENCIES—A LAYMAN'S GUIDE.** Bulletin No. 100, Bureau of Labor Standards, United States Dept. of Labor. 1948. 94p. Free in limited quantities from the department as long as "free supply" lasts. Larger quantities may be had for 25c a copy from the Supt. of Documents, Government Printing Office, Washington 25, D. C. This pamphlet gives useful background material for the current Congressional discussions of labor legislation. There is a good index which helps increase the reference value of the pamphlet.

● **TEACHING ELEMENTARY SCIENCE — SUGGESTIONS FOR CLASSROOM TEACHERS** by Glenn O. Blough and Paul E. Blackwood. Bulletin 1948, No. 4. 40p. 15c. Office of Education, Federal Security Agency. Order from the Supt. of Documents, Government Printing Office, Washington 25, D.C. A timely pamphlet which gives practical help in the integration of science into the elementary curriculum.

● **COMICS, RADIO, MOVIES—AND CHILDREN**, by Josette Frank. No. 148. Public Affairs Committee, Inc., 22 East 38th St., New York 16, N. Y.

Although Miss Frank's pamphlet is designed primarily for parents, teachers will find in it suggestive information which will be useful in dealing with the "comics problem" in the classroom and community.



# NEWS FROM THE LOCALS

## Conference in Chicago Discusses "Pioneering in Democratic Education"

**1** CHICAGO, ILL.—Using as its theme the title of a project on which the AFT Commission on Educational Reconstruction is working, "Pioneering in Democratic Education," the Chicago Teachers Union held its Ninth Annual Education Conference on Saturday, March 26. Approximately 700 persons attended. The chairman of the conference was John R. Coulson.

At the morning session there were panel discussions on the following topics:

1. The Teacher's Part in Policy Determination and School Administration.
2. Teacher Organization and Collective Negotiation.
3. The Teacher in the Community.
4. Human Relations and Equalizing Educational Opportunities.

Participants in the panels were leaders from the fields of education and labor, as well as from civic and welfare organizations.

At the luncheon session, Dr. Herold C. Hunt, Superintendent of the Chicago Schools, addressed the group on the theme of the conference.

In his introductory remarks Dr. Hunt made this statement:

"These nineteen months, busy and

challenging and at times perplexing as they have been, have been happy months. Always evident and apparent during that time has been the desire on the part of the Chicago Teachers Union, its officers and members, to pursue vigorously, courageously and fearlessly those objectives designed to improve community, pupil, and teacher welfare. Frequent and numerous conferences have established mutuality of both interest and effort and have brought about a recognition of similarity of purpose and objective. Honest differences of opinion have often been expressed and happily have generally been reconciled. Where necessary (and such, surely, is no insignificant purpose) occasional prodding on matters that might have appeared to be ignored, neglected, or delayed has been administered in a firm but always kind manner. All of this is gratefully acknowledged in bespeaking a continuation of such relationships certain to be characterized by increased understanding and accomplishment, the desire, surely, of all of us."

*For Dr. Hunt's statement on the characteristics of a democratic school, see page 10.*

## Seattle Local Urges Wider Publicity

**200** SEATTLE, WASH. — The *Seattle Teacher* assesses reasons for the failure to obtain passage of legislation designed to improve education, and makes suggestions for more effective promotion of school measures:

"School forces, too often, emit glowing accounts concerning the schools of this state between sessions of the legislature. These are, in turn, followed by pleas for appropriations, during the sessions, together with dire predictions on the fate of the schools if the appropriations are not granted. At one time the public is led to believe that all is well; at another that the situation is serious. Sincere, but uninformed, lay people and legislators must of necessity become confused. Those with less than an average degree of integrity have, as a result, a field day.

"Teachers must cease kidding themselves and not permit others to do so. They should secure the facts concerning our schools, inform themselves and formulate, in cooperation with the important lay and professional groups of our state, an acceptable school program. Once formulated, such a cooperatively constructed program should be conveyed to, discussed and understood by people in all walks of life; not just a portion of the people.

## Gary Member Represents Labor on Guidance Council

**4** GARY, IND.—The Gary Central Labor Union president has named William Swan, president of Local 4, chairman of a committee which represents labor on the Gary Guidance Council, which is studying the curriculum in the city's schools.

## Federal Aid Is Topic At Town Meeting

**250** TOLEDO, O.—In line with the Toledo local's reputation for broad participation in community activities, Dorothy Matheny, its president, participated in a debate sponsored by the Toledo Town Meeting. She spoke affirmatively on the question, "Is Federal Aid to Education the Answer?" Her opponent was Harry A. Lintz, National Affairs Field Adviser for the U. S. Chamber of Commerce and a former California school principal and superintendent. Mrs. Matheny stressed the need for federal aid in order to equalize educational opportunity, particularly in the South; Mr. Lintz produced graphs and charts purporting to show that the South would be self-sustaining, educationally speaking, in ten years.

## Eklund Talks on Facets of Equality in Education

**420** ST. LOUIS, MO.—Members of the St. Louis local and representatives from locals in Madison and Granite City, Ill., heard AFT President John M. Eklund talk in St. Louis on the necessity of equalizing educational opportunity for the children of the United States. Mr. Eklund emphasized the function of the AFT in bringing about the equalization of which he spoke.

Pointing out that most people think of equality of opportunity solely on the race and color level, Mr. Eklund said it is also necessary to bring about uniform standards for elementary and high school teachers. His entire discussion revolved around the consideration of the child as the focal point in the school situation.

## Pension Chart Prepared by Kenosha Member

**557** KENOSHA, WIS.—Catherine Byrne of the Kenosha local has made a comparative study of teacher retirement systems in 25 states and Alaska. A tabulated copy of the results of the study has been mailed to the treasurer of each local by the AFT Research Department. Reports indicate that it is already being used by various AFT locals which are endeavoring to improve their pension systems.

## Improved Sick-Leave Plan Won by Local As a Result of Four Years of Effort

**340** BALTIMORE, MD.—Baltimore's new sick leave plan registers a victory for the insistent demand of Local 340 for cumulative days without loss of pay. The new plan, effective January 1, 1949, contains the following provisions:

1. Five days per year without loss of pay cumulative indefinitely.
2. Backlog of five days per year for each year of teaching, minus days used up before September 1, 1948.
3. Retention of the following provisions for sick leave at half pay, in effect since 1926:  
Five years of service—65 working days  
Ten years of service—95 working days  
Fifteen years of service—150 working days

## Springfield Defines Present Goals

**484** SPRINGFIELD, MASS. — After an appraisal of the local school situation, Local 484 has set up definite goals toward which it is bending all its efforts.

On the local level its goals include the following:

1. Revising the pupil-teacher ratio downward.
2. Preparation of graded courses of study in all subjects.
3. Provision of a school environment that is pleasing and conducive to learning—adequate equipment, lighting, sanitary and safety facilities, and colorful buildings.
4. Planned orientation of new teachers in the philosophy of the Springfield school system.
5. Planned in-service training.
6. Adequate local financial support of schools.
7. An advance in the minimum and maximum salary schedules and in increments.
8. An allocation of money for extra-curricular work in all departments.
9. Establishment of a free junior college.
10. Having a delegate from the union serve as an adviser to the school board.

On the state level the union's goals include a better pension system, a state certification program, and an increase in state aid to benefit all communities. On the national level the local would like to see adequate aid to education and federal competitive scholarships.

Twenty years of service—170 working days

Twenty-five years of service—195 working days

The new plan is the result of four years effort of Local 340 to win liberalization of sick leave provisions. At one point in the proceedings, the Board proposed granting ten days per year without loss of pay, but refused cumulation and abolished the long existent provisions for half-pay. Vigorous protest by the Union prevented adoption of this plan, which had some appeal for young teachers, but destroyed the security long enjoyed by those older in service and more likely to need prolonged sick leave. An active and persistent campaign was necessary to win the present plan.

## Local President Elected to Board

**253** MILWAUKEE, WIS. — The president and a charter member of Local 253, Mrs. Elizabeth K. Holmes, was elected to a 6-year term on the Milwaukee school board.

Members of organized labor, including those of the four AFT locals in the city, worked effectively for her election. She also had the support of an organized citizens' group, and of cooperative, farmer, and other groups.

Mrs. Holmes is chairman of the English and journalism department of the University of Wisconsin extension division. She has been secretary of the Milwaukee County Federation of Teachers, has served as a delegate at national AFT conventions, and on the editorial board of the *Wisconsin Teacher*.

## Perth Amboy Reports Salary Increases

**857** PERTH AMBOY, N. J.—A new salary schedule, effective in July, has been adopted by the Perth Amboy Board of Education. The range for teachers with a B.A. degree will be \$2200 to \$4200, and for those with an A. M. or a higher degree, \$2300 to \$4450. Maximum for teachers without a degree was set at \$3900.

The Perth Amboy local had asked for an immediate increase of \$500. The schedule as adopted represents an increase of \$200 in salaries at the lower end of the schedule and \$300 at the upper.

## Providence Local Opposes Rating Plan

**958** PROVIDENCE, R. I.—Heedless of the disastrous consequences which experience shows lie in the wake of a merit rating and salary tie up, some local school boards are working towards the introduction of a so-called merit rating system.

At the present time the Providence local is waging an active campaign against such a plan suggested for Providence. The president, Walter Brownsword, calls the plan a "camouflage" for cutting expenses and making payment of higher salaries difficult. He also points out that no satisfactory merit plan has been worked out and that merit systems have been frequently by-passed to bestow political favors.

## Charter Member Elected to City Council

**824** RIVER ROUGE, MICH.—A charter member of Local 824 was victorious in an 8-man contest for a place on the city council of River Rouge. He is Edwin R. Walker, a classroom teacher in the city for 16 years.

As an outstanding leader in youth recreational activities, in adult education of the foreign born, and in community affairs generally, he won the respect of students and citizens of the community.

## Alfred Baker Lewis Works for Liberal Causes

**189** NEW YORK, N. Y.—An ardent worker for liberal causes in general and the rights of labor in particular is Alfred Baker Lewis, member of AFT Local 189.

His articles on economic, labor, political, and social subjects are frequently published in numerous labor papers. One of his most recent articles, "How to Stop Unemployment from Increasing," probes economic conditions that lead to unemployment and makes constructive suggestions for its prevention.

## AFT Member Elected to So. St. Paul Council

**861** SOUTH ST. PAUL, MINN.—Running as a labor candidate, Frank Petrich was recently elected to the South St. Paul city council. Mr. Petrich is a charter member of Local 861 and served as its first president. He also has been treasurer of the state AFT group.

## Many Subjects Considered by Members In Regular Meeting at Fond du Lac

**1004** FOND DU LAC, WIS.—What does an active local do at its meetings? One answer is given in a release from Local 1004.

At a recent regular monthly meeting the local voted a donation to the newly opened Youth Center of the city. Whether the donation was to be in money or equipment was to be determined by two AFT members who are also members of the Center's advisory board. New members were urged to register with the local blood donors' group in conformity with the union's policy.

A resolution on the rating of teachers was unanimously adopted. It was worded as follows:

"Resolved: that the Fond du Lac Teachers Association, No. 1004, emphatically condemn the plan of basing teachers' salaries on rating schemes and urge that salary schedules be based on training and experience—the only reliable objective criteria for determining salary schedules."

A communication from the Junior Chamber of Commerce pertaining to free chest X-Ray examinations was read.

A report was made on a communication from the school superintendent dealing with improvement of the state superintendency and intended for transmission to the central labor body. The communication was presented by the local's delegates to the

Central Labor Trades and Labor Council and was favorably acted upon. The council in turn forwarded it to the Wisconsin Federation of Labor for its support.

Communications were authorized to Congressmen and Senators urging their support of federal aid for education, and to state legislators asking their support of bills designed to improve the Wisconsin educational situation.

After the election of a nominating committee to present a slate of officers for the local at the next meeting there was still time for viewing movies of the previous month's banquet and the showing of colored films of Hawaii and the Grand Canyon.

## Worcester Teachers Hear AFT Leaders

**1029** WORCESTER, MASS.—An open meeting for all Worcester teachers was held by fast-growing Local 1029.

Edward Melucci, AFT vice-president, spoke on national trends in education, and Walter Brownsword, president of the Providence local, spoke on problems his local encountered in its organization work.

Many of the teachers who signed up for membership in the local at the meeting took application cards for distribution to fellow teachers who were unable to be present.

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## New Indiana Law Prohibits Segregation in Schools

A school anti-segregation law has been added to the statutes of Indiana. It prohibits racial segregation in any public school in the state.

The measure had the support of labor, including the state organization of AFT locals in Indiana. Ann Maloney, member of the Gary local and legislative representative of the state AFT organization, gave vigorous support to the measure.

## Member Represents AFT At National Conference

**885** PITTSBURGH, PA.—George Evan, Jr., president of Local 885, represented the AFT at the Conference on Industrial Safety called by President Truman.

## Local President Elected Mayor

**737** TWO HARBORS, MINN.—Another AFT member has been elected mayor! Cyrus Magnusson, president of Local 737, was recently elected mayor of Two Harbors.

## Labor Gives All-Out Support to Mary C. Cadigan

**66** BOSTON, MASS.—Typical of the support which local and state AFL bodies frequently give AFT members who are victims of unjust action of school administrations is the assistance given in the case of Mary C. Cadigan, former AFT vice-president and a member of the Boston local.

Miss Cadigan has been a regularly appointed teacher in the Boston schools for 25 years. This school year, as in other years, she was assigned to a program of five English classes with a total of 160 students. On Friday, Oct. 29, 1948, a supervisor assigned to her, in addition to the English classes, a health education class to begin the following Monday. Miss Cadigan declined to teach this class. She gave her reasons in a letter of Nov. 1:

"My objection to the addition of Health Education is twofold: I am not qualified to teach Health Educa-

tion as it is now presented in the course of study. As outlined in the course of study, Health Education is a subject for experts, and until we have them, we are dishonest to pretend it is being taught. That others have no scruple in accepting assignments that they cannot fulfill, seeing in their acceptance no violation of their professional integrity, would be no excuse for me because I do see in such acceptance deliberate cooperation in the deception of the girls and their parents and so I cannot accept such an assignment.

"My second objection is not merely against the addition of Health Education but is against the addition of any other subject to my program. I now teach five classes of English, and if all these classes met five times a week as they do in other high schools, my pupil hours would be 790, considerably higher than the addition of a Health Education class would make them.

"I believe that you will see that both these reasons for my declining the proposed program are completely and independently valid; and that you will appreciate how serious a matter this is to me, involving as it does fundamental principles that I cannot violate."

On Dec. 17, on recommendation of the superintendent of schools, dismissal proceedings were instituted against her by the Boston School Committee in the form of a 30-day suspension without pay, with the date of final action set for Feb. 15, 1949. All this took place before Miss Cadigan was given a hearing. The charges upon which the School Committee acted were "insubordination" and "conduct unbecoming a teacher."

Giving Miss Cadigan unanimous support, the Boston local denounced the action of the committee as "ruthless, vindictive, malicious, and un-



precedented." It announced that it considered the charges against her to be a cover for reprisal against Miss Cadigan's courageous leadership of Boston teachers in their efforts to gain better educational opportunities for the pupils. Action against her was also regarded as a threat to all organized labor, since she is a vice-president of the Massachusetts Federation of Labor.

At the February meeting Miss Cadigan's action was vindicated by a 4 to 1 vote and she was reinstated in her position.

Both the Boston Central Labor Union and the Massachusetts Federation of Labor came to Miss Cadigan's support. *The Reporter*, organ of the MFL Education Committee, pointed out that largely as a result of Miss Cadigan's efforts new AFT locals have been formed in three neighboring cities and that the attempt to dismiss her was an example

of rank "union busting."

*The Reporter* sums up the affair by saying:

"The case brings out fully the need for the AFT and its affiliates to continue their work.

"A heartening sidelight of the case was the support given to Miss Cadigan's defense. Attorney Thomas Elliot, defense counsel, Kenneth Kelley, State AFL legislative agent, Miss Helen Kirby, chairman of the Teachers Defense Committee, and representatives of other labor unions on behalf of thousands of Boston workers worked actively in her defense. The full support of her own organization, Boston Teachers Local 66, was evidenced by the fact that hundreds of its members were unable to enter the crowded hearing room. Throughout the case, Miss Cadigan and her supporters displayed courage and intelligence that is a credit to all labor organizations."

## New Jersey Resists Non-Union Tactics

**857** PERTH AMBOY, N. J.—Jacob Deutsche, president of the Perth Amboy local, charges that the Perth Amboy Teachers Association is a "company union dominated by administrators." This charge was made in connection with a protest against the practice of school principals calling compulsory meetings of teachers for the benefit of the association. Such meetings should be purely voluntary, he insisted before the Board of Education. The school board referred the complaint to the superintendent.

Mrs. Isabel Allen of Bayonne, president of the New Jersey State Federation of Teachers, said that the Federation and the entire labor movement support the Perth Amboy local in its charge. "Our union is a voluntary organization," she asserted, "affiliated with the labor movement to protect the right of teachers to join organizations of their own choosing, among other reasons. Associations that need and make use of the machinery of the school officialdom stand condemned as the company unions which Mr. Deutsche says they are."

## Member in Legislature Helps Write Tenure Bill

**784** ST. CLOUD, MINN.—One of the authors of a state-wide tenure bill now before the Minnesota legislature is Dewey Reed. Mr. Reed, a former president of Local 784 and a vice-president of the state AFT group, is a member of the Minnesota House of Representatives.

## Growing College Local Seeks Adequate Budget

**79** MILWAUKEE, WIS.—An increase in membership from 30 to 50 within one month is reported by Local 79 at the Milwaukee State Teachers College.

The local recently has been actively engaged in fighting for an adequate budget for Wisconsin's state teachers' colleges.

## Mass. Conference Studies Union Role

"The Role of Union Organization in Education" was the theme on which discussion centered at a regional conference which was held at Springfield, Mass., by AFT members of western Massachusetts.

Speakers included Edward Melucci, AFT vice-president and member of the Pawtucket, R. I., local, Mary C. Cadigan, former AFT vice-president and a member of the Boston local, Rebecca Simonson, also an AFT vice-president and president of the New York local, and Arthur Caron, president of the Springfield Central Labor Union.

In answering the question, "Why should teachers affiliate with a labor organization?" Mr. Melucci cited the practical benefits that stem from such affiliation. Miss Cadigan spoke of the political strength that can be gained from affiliation with labor. The constructive force of the AFT was elaborated on by Mrs. Simonson.

Commenting on the basic reasons involved in her recent suspension, Miss Cadigan smilingly said that the establishment of the principle that a teacher should know what she is teaching seems to be considered a radical idea.

## When Writing to Your Congressman

1. Use your own stationery. A letter is preferable to a postcard or telegram.

2. Put your address on it. He likes to know you are a constituent and usually wants to reply.

3. Use your own words. Someone else's may sound more edified, but your own will ring more true.

4. Limit your letter to one issue. Identify it by popular name or bill number. A rambling reference to a number of measures won't leave an impression about any of them.

5. Be brief, but give the reasons why you are for or against the legislation.

6. Be courteous. A rude letter seldom makes friends or influences legislators.

7. Hope he agrees with you, don't demand. A Congressman may be the servant of the people but he doesn't like to be ordered around.

8. Send your letter when it will count most. A letter too early or too late loses its impact.

9. Know what committee your Congressman is on. His committee hearings, held before the measure reaches the floor for action, give him earlier and more thorough knowledge. He also has more influence in the subjects covered by his committee.

10. Don't write more than once or twice on the same subject. If the issue still isn't settled, get others to add their voice.

11. Address him as:  
(Senator)

The Honorable John A. Jones  
United States Senate  
Washington 25, D. C.  
Dear Senator Jones:

(Representative)  
The Honorable Sam A. Smith  
House of Representatives  
Washington 25, D. C.  
Dear Mr. Smith:

12. Be sure to express appreciation for work well done—a speech or a vote you approve of, leadership in committee or on the floor. Congressmen are human.

Chicago Union Teacher



Among locals visited by AFT President John M. Eklund on his recent country-wide tour was Local 246, Chattanooga-Hamilton County Teachers' Union. At a dinner in his honor, Mr. Eklund paid high tribute to the AFL for its work for democracy at home and abroad. Pictured above are Stanton Smith, secretary of the Chattanooga Central Labor Union and former AFT vice-president; Mr. Eklund; Willard Millsaps, president of the local; Mrs. Eklund, and Mrs. Smith.

Photo from *The Labor World*

## California Locals Spur Organization

A state-wide organization campaign is in progress in California. The California State Federation of Teachers has recently sent out 10,000 letters to high school teachers setting forth the advantages of joining the AFT. An AFT organizer, Victoria McAlmon, is helping with the organization work in the state.

As another part of its broad organizing campaign, the state group is sponsoring a weekly release to labor papers in the state. Entitled "Teachers' Column" the release has as its purpose the explaining of the aims, activities, and accomplishments of the AFT and the encouraging of labor groups to promote unionization of teachers in their localities. Labor's stake in better schools is stressed.

In one of the releases the following list of nine ways in which AFL members can help the AFT program was given:

1. Take part in parent-teacher organizations.
2. Encourage teachers you know to join teacher unions.
3. When someone "feeds" you an antagonistic propaganda "line" about union teachers, counterattack with facts. Make him prove what he says.
4. Find out what is going on in your schools and use your influence to see that they are run in accordance with democratic principles.
5. Whenever possible, get union representation on school boards. Check up on school boards.
6. Establish union scholarships for worthy students who are interested in the labor movement.

7. Help get courses in labor history established in the schools. (L. S. Gerlough has successfully taught a one-semester course in U. S. labor history in Lowell High School in San Francisco.)

8. Encourage union teachers to take an active part in AFL activities.

9. Do what you can to see that teachers are helped to secure tenure in your community.

## John Dewey Honored

**2** NEW YORK, N.Y.—Dr. John Dewey, world-renowned educator, was honored by the New York local at its annual spring conference.

Dr. Dewey, who holds Card No. 1 in the local, has probably had more influence on the course of education throughout the world than any other American educator.

## Labor Pledges Assistance to New Local

**1033** AMESBURY, MASS.—Amesbury was recently added to the growing list of localities with new AFT locals.

At a special evening meeting Frank J. Kozacka, president of the new group, received the local's charter from John J. O'Brien, president of the city's hatters' union, who substituted for AFT Vice-President Edward Melucci.

Mr. O'Brien pledged the support of his union and offered its research facilities to the new local. He expressed his belief that unionization would prove mutually helpful to teachers and administration.

## Goes to Germany As Consultant

**189** NEW YORK, N. Y.—As a result of an invitation from the Civil Affairs Division of the Special Staff of the U.S. Army, Eleanor G. Coit, member of Local 189 and Director of the American Labor Education Service and of the Summer School for Office Workers, left in March for a three months' visit to Germany as adviser to the Office of Military Government.

Miss Coit will consult with trade union leaders in Germany responsible for workers' education programs. She will furnish information on new educational techniques in the United States, advise on leadership training, and discuss the preparation of curricula. She hopes also to learn about the trend of workers' education in Germany prior to the Hitler regime and since its collapse.

Another speaker, George A. Grant, representative of the firemen's union, said he didn't want to cast reflections on teachers who do not belong to the union but that if he were concerned, he wouldn't feel like being a "free rider" taking benefits without assuming some of the responsibilities. "I don't say that unions are always right but from my experience with them they are mostly for the good of all concerned in the long run."

President Kozacka paid tribute to Frank N. Cynewski, business agent of the hatters' union, for his help and suggestions during the teachers' recent bargaining with the school board.

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Louisville, Ky. ....	Jan.	26
Michigan State Federation of Teachers.....	Feb.	28
Salinas, Calif. ....	Feb. 27; Mar.	30
Salzburg Seminar .....	Mar.	27
San Francisco, Calif. ....	Nov. 6; Feb.	8
SCHNEIDEMAN, ROSE, <i>Democratic Education in Prac-</i> <i>tice</i> (review) .....	Nov.	25
Scholarships .....		
Federal .....	Feb. 4,	14
Labor .....	Nov. 27; Dec.	29
Ruskin .....	Jan.	31
To AFT Summer Workshop .....	May	16
School administration .....	Mar. 27,	28
<i>See also</i> Democratic school administration.		
School attendance .....	Apr.	30
School boards and the schools .....		
Bremerton, Wash. ....	Dec.	30
Casey County, Ky. ....	Mar.	28
Minneapolis, Minn. ....	Jan.	29
Philadelphia, Pa. ....	Jan.	27
Syracuse, N. Y. ....	Mar.	28
School finance .....	Oct. 17; Nov. 19; Apr. 23,	28
<i>See also</i> Federal aid.		
School lunches .....	Oct. 23; Nov.	18
School plant .....	Feb.	4
School savings .....	Apr.	26
Science, teaching of .....	May	22
Seattle, Wash. ....	Dec. 26; Feb. 27; Mar. 28; May	23
Segregated locals .....	Oct. 26; Feb.	4
Segregation .....	Oct. 6, 31; May	25
<i>See also</i> Democratic human relations.		
Selective service .....	Oct.	5
SHAPIRO, LEO, <i>Higher Education for All</i> .....	Feb.	13
Sick leave .....	Jan. 3, 27; Mar. 30; May	24
SIMONSON, REBECCA C., <i>A Seminar in Czechoslovakia</i> . Dec.	19	
Social security .....	Oct. 21, 31; Feb. 10; Mar. 2; May	4
<i>See also</i> Pensions and Retirement.		
Socialism in Europe .....	Dec.	24
South St. Paul, Minn. ....	May	24
Special education .....	Apr.	30
Spokane, Wash. ....	Nov.	29
Springfield, Mass. ....	Nov. 26; May	24
Squires, Genevieve .....	Mar.	27
STARR, MARK .....	Dec. 11; May	2
<i>"Labor History Week"—Something New in Newark</i> . May	11	
Stevens, Beatrice .....	Jan.	29
Stillman, Charles B. ....	Dec. 4; Jan.	3
Strikes by teachers .....	Oct.	9
Student Council .....	May	22
Student teachers organized .....	Mar.	29
<i>See also</i> AFT associate memberships.		
Substitute teachers .....	Nov.	27
Superior, Wis. ....	Mar.	30
Swan, William .....	May	23
Swedish teachers' union publication .....	Apr.	3
Symphony project .....	Jan.	15
Syracuse, N. Y. ....	Mar. 28,	30

## T

Tacoma, Wash. ....	Dec.	27
Taft-Hartley Law .....	Oct. 23, 25; Nov.	2
TASMAN, MARGARET, <i>The Nursery School</i> .....	Apr.	18
Taxation and school finance .....	Nov. 19; Jan. 24; Apr.	23
Teacher-applicants, interviewing of .....	Jan.	26
Teacher load .....	Nov. 22; Mar.	27
"Teacher of the Year" .....	Dec.	29
Teacher shortage .....	Oct.	2
Teacher training .....	Oct.	7
Internship plan .....	Oct. 25; Nov.	30
Teachers' rights .....	Oct. 4, 27; Feb. 30; Mar. 27; Apr.	27
Teaching aids .....	Apr. 9; May	22
<i>See also</i> Audio-visual aids.		
Tenure, teachers' .....	Oct. 10, 27; Apr. 4; May	26

## Mo. Pg.

Textbook selection in Chicago .....	Dec.	30
Textbooks. <i>See</i> Reviews.		
Thomas, Norman .....	Nov.	17
Tobin, Maurice .....	Jan.	5
Toledo, O. ....	Nov. 27; Jan. 30; Feb. 30; Mar. 29, 30; May	23
Trade unions. <i>See</i> Labor Notes.		
Travel aids .....	May	19
Transfer policy in Dearborn, Mich. ....	Dec.	26
Trenton, N. J. ....	Nov.	27
Tripp, Myron .....	Feb.	29
Truman, President Harry S. ....	Oct. 4; Nov. 17; Jan.	25
Two Harbors, Minn. ....	May	25

## U

ULRIKSSON, VIDKUNN, <i>Four Major Subjects Head-</i> <i>line 1949 AFT Workshop</i> .....	May	15
UNDERHILL, RUTH, <i>What Do Whites Owe to Indians?</i> . Feb.	11	
UNESCO .....		
AFT and UNESCO .....	Oct.	2
.....	Nov. 21, 28; Dec. 12, 16, 19; Jan. 9; Apr. 6; May	6
Dale on .....	Jan.	25
Literature on .....	Dec. 25; Apr.	26
Seminars .....	Dec. 12, 16,	19
Union industries show .....	Apr.	2
Union label .....	Apr. 2,	4
Union services .....	Nov. 20; May	2
Unionization .....	Nov. 31; Dec.	31
Anaconda, Mont. ....	Nov.	26
College teachers .....	Nov.	29
Librarians .....	Feb.	2
Seattle .....	Feb.	27
White collar workers .....	May	2
United Nations .....	Nov. 9, 21; May	21
<i>See also</i> UNESCO.		
United States Office of Education .....	Oct.	21
Universal military training .....	Oct. 5, 14; Dec.	2
Utica, N. Y. ....	Apr.	28

## V

Vocational education .....	Oct. 24; Jan. 4, 7; Apr. 5; May 5, 11,	19
Vocational guidance .....	Apr. 24, 27; May	19
<i>See also</i> Careers.		
Vocational rehabilitation .....	May	8
Vocational teachers .....	Dec. 28; Mar.	27

## W

Wages .....	Nov. 2; Dec. 7; Apr.	31
Walker, Edwin R. ....	May	24
Washington, D. C. ....	Oct. 31; Nov. 30; Dec. 2; Jan. 27,	28
Washington State Federation of Teachers .....	Feb.	30
Washington, University of .....	Nov. 6; Feb.	9
Wayne University .....	Dec. 26; Apr.	29
WEISS, LOUIS, <i>The Challenge of Atomic Energy</i> .....	Nov.	9
Wentink, Paul .....	Nov.	30
West Suburbs, Ill. ....	Oct. 10; Nov. 28; Dec. 30; Feb.	4
Wier, Roy .....	Feb.	28
Will County, Ill. ....	Jan.	30
Wilmington, Del. ....	Apr.	9
Wisconsin State Federation of Teachers .....	Dec.	30
Wisconsin, University of .....		
.....	Nov. 29; Jan. 11, 29; Mar. 27; Apr. 10; May	15
Women workers .....	Jan.	31
Worcester, Mass. ....	Mar. 29; May	25
Workers' education .....	Dec. 31; Jan. 2, 9; Mar. 20, 31; Apr. 2,	6
Workers' education extension service .....	Nov. 18; May	4
Working conditions .....		
.....	Nov. 22; Dec. 6; Jan. 28; Feb. 30; Mar. 27,	28
<i>See also</i> Civil and professional rights of teachers.		
Workshops .....	Dec. 28; Jan. 18,	29
AFT .....	Feb. 4; Apr. 10; May	15
World Federation of Trade Unions .....	Mar.	2

## Y

Yellowstone County, Mont. ....	Feb.	29
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*The Italians have a word for it—four words:*

*Ragazzo, dammi una Coca-Cola*

—And the “ragazzo” responds with the same friendly alacrity  
you find from Orono, Maine, to Los Angeles, California.

No matter where you go, Coca-Cola is the favorite  
of people who like to play refreshed . . .  
is welcomed equally during the workaday week  
by all who know how very pleasant it is to work refreshed, too.

